

**Special Educational Needs and Disabilities Academy Trust
(SENDAT)**



JOB DESCRIPTION

JOB TITLE: Key Worker

GRADE/SP: SP14-18

CONTRACT: Permanent
37 hours per week / 39 weeks per year

WORKING ARRANGEMENTS: Monday to Friday (inclusive): 08:00 to 16:00
Includes 20 minutes unpaid break each day

Hours of working will be kept under review and may be adjusted following consultation with the post holder.

REPORTS TO: Head of School via Assistant Head

DATE: September 2024

CONTEXT

The Special Educational Needs and Academies Trust (SENDAT) is a Multi Academy Trust focusing on specialist provision and special schools. Its core aim is to provide for the continuum of special needs across the Eastern region. All SENDAT schools and alternate provisions have Trauma Informed practices embedded across the curriculum and SENDAT staff colleagues are given training and support to develop and use these skills in their day-to-day working.

All new appointments are subject to successful completion of induction and probation training as set out in the SENDAT Probationary Procedure.

MAIN PURPOSE OF ROLE

As a Student Support Key Worker specialising in community engagement and alternative learning, you will play a vital role in providing one-to-one and small-group support to students during term time.

Special Educational Needs and Disabilities Academy Trust (SENDAT)



Your primary responsibilities will include facilitating student access to the community, organising alternative activities to address social, emotional, and mental health needs, and supporting individual student growth that will allow them to access the rest of their curriculum confidently.

GENERAL RESPONSIBILITIES:

- Provide personalised, one-to-one support and small group support to students with social, emotional, and mental health needs alongside their co-occurring SEND needs. Support should reflect individual ECHP and ILP needs.
- Develop and implement strategies to help students access the community for educational and therapeutic purposes on an individual basis.
- Design and deliver alternative activities tailored to each student's unique needs and interests to promote personal development and well-being.
- Collaborate closely with educators, mental health professionals, community partners and other stakeholders to create customised learning experiences for individual students.
- Support students in building self-esteem, resilience, and coping skills through experiential learning opportunities outside the classroom.
- Monitor and assess the progress of each student in community-based activities, adjusting support strategies as needed to meet their evolving needs.
- Maintain appropriate records of student engagement, progress, and achievements in alternative learning programs.
- Communicate effectively with students, teachers, parents, and other stakeholders to ensure a cohesive and supportive approach to student development.
- Uphold confidentiality and professionalism in all interactions with students and their families.

KEY RESPONSIBILITIES AND TASKS

Under the general direction of the AHT:

1. Work 1:1 with students on and off of site on a daily basis
2. Understanding and working with a designated budget to deliver meaningful and sustainable programmes and experiences.
3. Plan activities and access progress towards SEMH and Communication and Interaction targets
4. Completing risk assessments for activities off site and keeping the student risk assessment up to date with new behaviours.

Special Educational Needs and Disabilities Academy Trust (SENDAT)



5. Work with students, either one-to-one or in small groups, making use of specialist skills as appropriate;
6. Seek ways to embed English, Maths, Social skills in the activities to further progress towards ILPs
7. Demonstrate effective use Trauma Informed Schools (TIS) strategies in supporting and working with students, both in classes and when moving around the provision;
8. Assess the development, progress and attainment of students;
9. Report on the development, progress and attainment of students, including providing input to preparation for Annual Reviews as required;
10. Support the Teaching staff and liaise with the Family Support Worker and teaching staff colleagues in school in communicating with parents and build constructive home/school partnerships;

11. Attend and contribute to appropriate SEN and other review meetings, if required by the CEO/Headteacher and where appropriate disseminate information to other Learning Support staff;

12. Undertake first aid and administer medication in accordance with school guidelines (after training).

GENERAL

1. Actively contribute to and promote the overall ethos and values of the SENDAT and the wider Trust.
2. Participate in training and other learning activities and performance development as required.
3. Maintain consistent high standards of professional conduct, tact and diplomacy at all times in dealings with students, parents, staff colleagues, external agencies and any other visitors to the provision or wider Trust.
4. Maintain absolute confidentiality and exercise discretion with regard to staff / student information and the Trust's business at all times.
5. Act as an ambassador for the SENDAT provision and the wider Trust within the local community and beyond, ensuring that the ethos and values of the Trust are promoted and upheld at all times.

**Special Educational Needs and Disabilities Academy Trust
(SENDAT)**



6. Undertake any other reasonable tasks and responsibilities as requested by the AHT or a member of the Senior Leadership or Trust Executive Leadership Teams which fall within the scope of the post

SAFEGUARDING AND SAFER RECRUITMENT

1. SENDAT is committed to safeguarding and promoting the welfare of children and young persons at all times. The post holder under the guidance of the SENDAT Head of Safeguarding / CEO will be responsible for promoting and safeguarding the welfare of all children with whom he/she comes into contact, in accordance with the Trust's and the School's Safeguarding policies.
2. The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).
3. The post holder is required to disclose to the school details of any Police warning, caution, bind over or conviction during relevant employment.

SENDAT – Welcoming Diversity

PERSON SPECIFICATION

Criteria	Essential to basic performance of job	Required for fully competent performance of job
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**Special Educational Needs and Disabilities Academy Trust
(SENDAT)**



<p><u>QUALIFICATIONS</u></p>	<ul style="list-style-type: none"> • Recognised competence in literacy and/or numeracy • First Aid at workplace certificate 	<ul style="list-style-type: none"> • TIS Level 5 Diploma • GCSE English and Maths grade 5 or above • Degree or other Qualification in Education, Psychology, Social Work, or a related field. • Forest School, Sports Coaching or Other Outdoor Learning Qualifications
	<p>Full Clean UK Driving license with access to own car and business insurance and willing to transport students.</p>	

<p><u>KNOWLEDGE</u></p>		
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Special Educational Needs and Disabilities Academy Trust
(SENDAT)



<p>Technical or specialist</p>	<ul style="list-style-type: none"> • Confidence to approach businesses and community projects and plan integration of out students • Wide range of skills and hobbies that can be appropriately shared with our students • Understanding of how building skills and experiences outside the classroom can improve learning and progress in the classroom. 	<ul style="list-style-type: none"> • Broad awareness and understanding of medical conditions such as asthma, epilepsy etc., • Experience of working with students with SLD / ASD • Experience of planning, preparing and delivering sessions or activities. • Knowledge of TIS strategies, including Conscious Discipline, TEACCH etc.
	<ul style="list-style-type: none"> • Knowledge of a range of strategies to establish a purposeful learning environment and to promote good behaviour. 	

**Special Educational Needs and Disabilities Academy Trust
(SENDAT)**



<u>HEALTH & SAFETY</u>	<p>1 Awareness of Health and Safety procedures, including use of Risk Assessments;</p>	<p>2 Ability to risk assess situations and complete appropriate documentation.</p>
	<p>1 Basic knowledge of first aid</p>	<p>2 Knowledge of safeguarding and other</p>

		<p>protocols associated with remote teaching.</p>
<p><u>LITERACY AND NUMERACY</u></p>	<ul style="list-style-type: none"> • Ability to support teachers in evaluating students' progress through a range of assessment activities. • Contribute to maintaining and analysing records of students' progress. • Ability to complete reports such as annual reviews, subject reports, incident report forms, behaviour diaries etc. • Computer literate with ability to input data 	
	<p>accurately to the AHC SMS (after training).</p>	

**Special Educational Needs and Disabilities Academy Trust
(SENDAT)**



<p><u>COMPUTER LITERACY</u></p>	<ul style="list-style-type: none"> • Computer literate (with ability to input data accurately to Arbor, CPOMS and the hosts schools' MIS after training). • Familiarity with Microsoft office programs. 	<p>.</p>
<p><u>MENTAL SKILLS</u></p>		
<p>Research</p>	<p>☒ Assist teacher with information gathering and resources as appropriate</p>	
<p>Problem Solving</p>	<p>☒ Ability to recognise and resolve more complex problems but know when to refer upwards.</p>	
<p>Thinking creatively Developing / new ideas</p>	<ul style="list-style-type: none"> • Ability to adapt support given to students depending on age and/or ability. • Contribute effectively to the selection and preparation of activities. • Contribute to the planning of opportunities for students in 	

	accordance with relevant Trust policies and procedures, leading excursions as required and agreed.	
	<ul style="list-style-type: none"> • Create a positive learning environment. • Create a range of ways to make learning interesting. 	
<u>INTERPERSONAL & COMMUNICATIONS SKILLS</u>		
Caring skills	☑ Sensitivity to students' needs	
Advising / guiding skills	☑ Ability to advise and guide students on the best way to handle situations, building trust whilst maintaining appropriate professional boundaries.	☑ Providing information to other members of staff in relation to students' behaviour, activities and general progress
	☑ Ability to motivate students to participate in or complete tasks;	
	☑ Ability to conciliate between students in disputes;	

Special Educational Needs and Disabilities Academy Trust
(SENDAT)



	<input type="checkbox"/> Ability and willingness to provide advice and guidance to other staff in a sensitive and supportive manner.	
Verbal and written communications skills (including use of languages)	<input type="checkbox"/> Ability to communicate clearly with students in an appropriate manner	
	<input type="checkbox"/> Ability to encourage	

	participation and give feedback to students	
	<input type="checkbox"/> Ability to maintain appropriate level of confidentiality	
	<input type="checkbox"/> Attending and contributing to review and other meetings, as appropriate	
	<input type="checkbox"/> Administering baseline tests, under the direction of the teacher	

**Special Educational Needs and Disabilities Academy Trust
(SENDAT)**



Training and/or presentation skills	<input type="checkbox"/> Assist with the induction of new Teaching Assistants	
<u>PHYSICAL SKILLS</u>		
Keyboard skills / use of mouse		<input type="checkbox"/> Ability to use keyboard and mouse required if supporting students using IT equipment
Other manual skills	<input type="checkbox"/> Range of practical skills that can support learners.	
	<input type="checkbox"/> Help students to use tools and equipment as required to support learning	
<u>OTHER ATTRIBUTES</u>		
Level of autonomy	<input type="checkbox"/> Work is covered by set policies and procedures	
	<input type="checkbox"/> Able to work with small groups of students when carrying out specific	
	tasks or on field trips etc.,	

Special Educational Needs and Disabilities Academy Trust
(SENDAT)



	<input type="checkbox"/> Able to supervise larger numbers of students when appropriate.	
	<input type="checkbox"/> Able to make decision on when to refer queries/problems to another member of staff	